

## LIKE A BIRD

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

### Learning Outcomes

- To infer how the inventions of the Wright brothers changed our lives today
- To relate to the excitement that the brothers experienced
- To familiarise with the experimentation involved and about the Wright brothers
- To recognise a real-life narrative
- To visualise the scene created
- To orally summarise the passage

### Pre-reading



This focusses on *assessment for learning*. It sets the mood and nudges students into relating to the joy of flying and the experience the flying machines facilitate.

Ask students:

*Have you travelled in an aeroplane? Did you enjoy flying?*

Let those who have, share with the class.

Tell students what a hot air balloon is. (*A hot air balloon is light aircraft, and has a large balloon shaped bag which contains heated air that helps it to fly. Beneath this bag is a basket which carries passengers.*)

You may draw a hot air balloon on the board or show images.

Next, let students talk to their partners about what it would feel like if they were flying in a hot air balloon. Allow free response.

## READING

*Students read to comprehend, predict and summarise*

Play the audio / Read the text and pause at relevant points to explain / check comprehension.

- *It was half-past... This was the first aeroplane.*

Ask students:

*Where did the incident take place? When was it? Who are the people spoken about? Where were they standing? What did their flying machine look like? What did they call their flying machine?*

- *"Who's going in the machine first?"... and Orville won.*

Ask students:

*What did the brothers disagree about? What does this say about them? (Both were brave*

and excited about their new project) *How did they finally solve the problem? Do you think it was the right way to solve the problem? Why? (Probably this was the best solution. There was no argument.) Do you think Wilbur will allow Orville to fly first?*

Discuss:

*Do you allow your sister/brother/friend to do as promised if they win a game?*

- *Orville climbed on to the flyer and... Ten, eleven, twelve!*

*Look at the picture of this aeroplane. How is it different from the ones you have seen? (Free response) This question helps students understand how inventions were reworked and remodelled.*



Ask students:

*How did Orville get ready to fly the flyer? How did he start the engine? What happened when the machine started? Why did Wilbur run alongside the aeroplane? What do you think will happen? Will the aeroplane crash? (Free response)*

- Read *The aeroplane was back on the sandy ground... until it ran out of fuel.*

Ask students:

*How long did the aeroplane fly? How high did it fly? Did any other plane fly before this? How do you think the brothers felt? Were they disappointed? How do you know? (No, they were actually excited. They never got discouraged but immediately started designing a better aeroplane.) Would you be disappointed if you did not succeed in what you have worked hard for? What was the result of designing a better aeroplane? Why did the second model fly only for 39 minutes? Was it the defect in the engine? (No, it ran out of fuel.)*

- Read the last paragraph.

Ask students:

*Was the invention of the Wright brothers a success? How do you know? (Yes, today*

*better models of aeroplanes are made, using the Wright Brothers' model.) How do their experiments and findings help people even today?*

Can we say that Orville and Wilbur worked as a team? (Yes)

This question helps students understand that team work helps in achieving one's goals.

### Post-reading

Discuss:

What did you get to know from this story?

*Suggested answers:*

- The first aeroplane model was made by the Wright brothers.
- The aeroplanes we fly today use the same model as the Wright Brothers' aeroplane.
- They were brave and very fair to each other.
- They were very hard working.
- Today we travel long distances in a short time because of the Wright Brothers.

## GRAMMAR

## Personal Pronouns

Conduct this activity:

Ask a boy from the class to sit in a chair in one corner of the classroom. Request a girl to sit down, a little away from the boy. Call a few boys and girls and ask them to sit together in a group, visible to the whole class.

Place some items on a table near the group. Conduct a choral drill while pointing to a particular student/thing. If yours is an only-boys/only-girls school you will have to ask some students to take the role of girls/boys using simple props.

*This is Arun (name of student). **He** is a boy.*

*This is Deema (name of student). **She** is a girl.*

*We can see (names of the children in the group). **They** are boys and girls. / **They** are children.*

***It** is a teddy bear / toy / pencil box.*

Write the key pronouns on the board.

Draw attention to the fact that the names were not repeated when spoken about a second time.

While teaching the pronoun **we**, let students place their arms over the shoulders of the children near them and then practise the choral drill—*We are friends*.

Reinforce the concept with the input given in the Reader.

## VOCABULARY

## Means of transport

Instruct students to study the pictures with the words given.

Ask them which of these runs on land/sails on water/flies in the sky.

Guide them to write the answers in their books.

## LISTENING

## Post-listening; identifying key ideas

Tell the class that they are going to listen to a conversation between Mr and Mrs Mehta. Direct them to listen carefully and tick (✓) the correct answers and cross (×) the wrong answers after they listen to the conversation.

Play the audio track once and let students listen and then do the task. Play it once again so that students can mark the answers they may have missed out / check their answers. Review the answers.

## SPEAKING

## Conversation

The speaking task focusses on *assessment as learning*. Students learn to converse using target words.

Allow students a few minutes to prepare their clues. Guide them to ask and reply using complete sentences.

Monitor the activity.

This helps develop communication skills.

## WRITING

Follow the input given in the Reader.



## STUDENTS' BOOK ANSWER KEY

### Like a Bird

#### Pre-reading

*Free response*

#### Comprehension

- A.**
1. Orville Wright flew the first aeroplane.
  2. The first aeroplane flew for twelve seconds.
  3. The Wright Brothers returned home to make the design for their aeroplane better.
  4. The second model of the Wright Brothers' flyer was able to fly for longer.
  5. The Wright Brothers' model helped people make better aeroplanes to travel and move things to far off places.
- B.**
1. 'It' was the first aeroplane. It was made of sticks, wire and canvas. It had a petrol engine. There were two propellers in the front.
  2. Orville said this to Wilbur, when they could not decide who would fly the plane first.
  3. The Wright Brothers' flyer is being talked about here. It was special, because it was the first time someone had flown an aeroplane.

**C.** *Free response*

#### Grammar

- A.** b. parents      c. Kirti      d. clock      e. Piu and I      f. Raj
- B.** 2. them      3. her      4. us      5. me

#### Vocabulary

runs on land	sails on water	flies in the sky
bicycle	canoe	helicopter
cart	ferry	glider
train	ship	
van		

#### Listening

##### Listening text

**Listen to a conversation between Mr and Mrs Mehta. Tick (✓) the correct statements and cross out (X) the incorrect ones after you listen.**

Mr Mehta: Where do you think we should go during the summer holidays?

Mrs Mehta: It is so hot this year. I think we should go somewhere cool.

Mr Mehta: I agree. What do you think of Shimla or Mussoorie?

Mrs Mehta: I like both places. How long is the travel time from Delhi?

Mr Mehta: The bus journey from Delhi to Shimla is 12 hours. To Mussoorie, it is 6 and a half hours.

Mrs Mehta: Tarun and Tina will not be able to sit still in a bus for too long! (laughs)

Mr Mehta: There will be some stops... but I agree. We could take a train to Kalka and then take a car to Shimla from there. That would be shorter—7 hours, perhaps. What do you think?

Mrs Mehta: Hmm... I think that will tire us out. Let's go to Mussoorie.

Mr Mehta: Okay!

**Answers:**

1. x      2. ✓      3. ✓      4. x      5. ✓      6. x

**Speaking**

*Free response*

**Writing**

*Free response*

**Spelling**

**Listening text and answers**

**Listen to the words and write them.**

1. fly    2. run    3. wire    4. coin    5. home    6. time    7. bush    8. count

**ANSWER KEY TO WORKSHEET 2**

**A.** tigers, bees, glasses, houses

**B.** He, her, It, She, They, them, me, him

**C.** 1. b    2. d    3. a    4. e    5. c

**D.** 1. The people in the picture are waiting (on the platform) of a railway station.

2. The people are going to Chennai.

3. Two men are quarrelling with each other. / A passenger is quarrelling with a porter,

4. The man with the purple bag is talking to another man in a black coat.

5. Passengers can buy water, snacks, books and magazines at the platform.

*Suggested answers. Accept any logical answers.*

## QUESTION BANK

### Like a Bird

#### A. Answer in brief.

1. Where did the first aeroplane fly from and when?  
**Ans:** The first aeroplane flew from Kitty Hawk, North Carolina, USA, at half-past ten in the morning, more than a hundred years ago.
2. How did the brothers decide who would fly first and who did?  
**Ans:** As both the brothers wanted to fly the plane first, they decided to toss a coin. Orville flew first because he won the toss.
3. How are aeroplanes useful to people?  
**Ans:** Aeroplanes help people to travel from one place to another, faster and also to move things to far off places.

#### B. Answer in detail.

1. Describe how Orville flew the plane.  
**Ans:** Orville climbed on to the plane and lay on the lower wing. He then turned a handle, pulled a cord, kicked a pedal and the engine started. The propellers turned and the machine raced forward. Suddenly, it took off.
2. What did Wilbur do while Orville flew the plane? Why was this a very important flight?  
**Ans:** Wilbur ran alongside the aeroplane and counted the seconds as it travelled a short distance at the height of a tall bush. This was a very important flight as it was the first time someone had flown a plane.
3. Did Wilbur get a chance to fly the plane? When and how did it happen?  
**Ans:** Yes, Wilbur got a chance to fly the plane after two years when they had made their design better. He flew their new 'flyer' for thirty-nine minutes, till it ran out of fuel.

#### C. Choose the right answer.

*The engine started when Orville*

- a. turned a handle.
- b. pulled a cord and kicked a pedal.
- c. did all of the above.

**Ans:** c

#### D. Read the lines and answer the questions.

1. *"Who's going in the machine first?"* (Like a Bird)
  - a. Who asked this and to whom?
  - b. What was the 'machine' Orville and Wilbur were talking about?
  - c. What did they do to decide who would fly the 'flyer' first?**Ans:** a. Wilbur asked this question to Orville.    b. The 'machine' Orville and Wilbur were talking about was the aeroplane they had built.    c. They tossed a coin to decide who would fly the 'flyer' first.
2. *Wilbur ran alongside the aeroplane. One, two, three ... the seconds ticked away. Ten, eleven, twelve!*
  - a. What was Wilbur counting?

b. Who was flying the plane that Wilbur ran alongside with?

c. How high did the plane fly?

**Ans:** a. Wilbur was counting the seconds while the plane kept off the ground.

b. Orville was flying the plane that Wilbur ran alongside with.

c. The plane flew at the height of a tall bush.